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EVALUATION CONFERENCE ON LEADERSHIP DEVELOPMENT SEMINARS, PROGRAM PLANNING, BUDGETING AND EVALUATION. FINAL REPORT.

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DESCRIPTORS- *SEMINARS, *PROGRAM EVALUATION, GUIDELINES, *VOCATIONAL EDUCATION, *LEADERSHIP TRAINING, PROGRAM BUDGETING, *PROGRAM PLANNING, CONFERENCES,

THIRTY-FOUR PARTICIPANTS REPRESENTING THE LEADERSHIP-ACTION LEVEL OF PERSONNEL THROUGHOUT THE NATION AND FROM THE U.S. OFFICE OF EDUCATION EVALUATED THE LEADERSHIP DEVELOPMENT AND PROGRAM PLANNING, AND BUDGETING SEMINARS HELD DURING 1967. GUIDELINES FOR SEMINAR EVALUATION WERE PRESENTED--(1) "RATIONALE AND RETROSPECT" BY N. EDWIN CRAWFORD, (2) "EVALUATION OF LEADERSHIP DEVELOPMENT AND PROGRAM PLANNING AND BUDGETING SEMINARS" BY A.H. KREBS, AND (3) "TEACHING-LEARNING PROCESS CRITERIA FOR CONINTUING EVALUATION" BY EINAR R. RYDEN. GROUP SESSIONS FOR EVALUATING THE SEMINARS CONSIDERED OBJECTIVES, PARTICIPANTS, PROGRAM CONTENT, TECHNIQUES, AND PERSONNEL. THE GROUP REPORTS, PLANS FOR 1968 SEMINARS, A GENERAL SESSION CRITIQUE, AND A CONFERENCE EVALUATION ARE INCLUDED. DOCUMENTS REPORTING THE SEMINARS ARE VT 002 105, VT 002 137, AND VT 003 888. (EM)

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EVALUATION CONFERENCE
LEADERSHIP DEVELOPMENT SEMINARS,
PROGRAM PLANNING,
BUDGETING AND EVALUATION

November 26-28, 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

VT004630

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION CONFERENCE ON LEADERSHIP DEVELOPMENT SEMINARS, PROGRAM PLANNING, BUDGETING AND EVALUATION

Clodus R. Smith
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University of Maryland
College Park, Maryland

December 15, 1967

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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INTRODUCTION

The University of Maryland and other institutions have cooperated with the Office of Education and State Departments of Education in conducting seminars in the areas of Leadership Development and Program Planning Budgeting and Evaluation designed to improve and strengthen the nation's programs of vocational and technical education. It is believed that these efforts have had a significant impact upon the vocational and technical education programs offered by the various states.

The need is great for a quantity of high quality leaders. It is clear that vocational and technical education personnel are faced with challenges which will not diminish in the foreseeable future and which cannot be ignored or taken lightly. It is appropriate to pause and to weigh the strengths and weaknesses of our experiences gained in conducting the various seminars and to suggest possible improvements in these activities which should result in a strengthened program.

The participant-consultants sharing in this evaluation conference represent and reflect the leadership-action level of the vocational and technical education personnel across the nation. Within the limits of time it was planned that the objectives, the content, the agenda, and the techniques used in the various seminars would be considered through the experience and insight of the participant-consultants. It was hoped that a formulation of functional guidelines for future seminar series would result.

The University of Maryland and the Office of Education regarded this conference as a most meaningful activity. It should contribute to the development of the nation's leadership in this dimension of education. The knowledge and insight of participant-consultants into improved program planning and effective budgeting and evaluation techniques should result in sufficient progress to place our programs on a more valid basis upon which we can look to the future with increasing confidence.

Clodus R. Smith

November, 1967

DIRECTORY OF PARTICIPANTS

Project Personnel

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Crawford, Edwin, Adult Program Specialist, Program Planning and Development Section

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Durnell, Grover, Program Planning and Development Officer, Bureau of Adult, Vocational, and Library Programs

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Nielsen, Duane, Director, Organization and Administrative Studies Branch, Division of Comprehensive and Vocational Education Research

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Conference Leaders

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Nelson, Richard, Chief, Bureau of Industrial Education, State of California Department of Education, Sacramento, California

Thompson, John, Assistant Professor, Department of Agricultural and Extension Education, University of Wisconsin, Madison, Wisconsin

Task Force Leaders

Connolly, John, Senior Superintendent in Education, State Department of Education, Boston, Massachusetts

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Strain, Glenn, Coordinator of State Division of Vocational and Technical Education, State Department of Education, Lincoln, Nebraska

Participating Consultants

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SUMMARY

This final report presents the evaluation study of the 1967 Leadership Development Seminars and the Program Planning and Budgeting seminars held at the University of Maryland and the University of California at Los Angeles.

The participant-consultants represented the action level of the State Departments of Education and the Office of Education concerned with vocational-technical education.

Strengths and weaknesses of the 1967 seminars were studied so that suggestions for future seminars could be developed.

Evaluative approaches to the problems were considered. Effective techniques of organizing and conducting these group meetings were discussed.

Objectives and procedures were related to the current challenges in the field of vocational-technical education.

REMARKS RELATIVE TO THE 1968 SEMINARS

Dr. Duane Nielsen, U.S. Office of Education

The evaluation seminar is an important phase of the overall activity of the LDS and the PPBS meetings.

The most important aspects of the seminars include:

Who is There?

The selection procedures should be closely related to the objectives of the seminar so that as far as possible, the people who are in attendance can profit from the seminar and multiply the effects of the activity within their area of responsibility and educational leadership.

What is Accomplished?

The agenda of the seminar should reflect careful planning. The most capable resource people should be involved and the techniques employed should be effective in relation to the goals for which the seminars are planned.

How It is Accomplished?

Are the barriers to effective communication between individuals and groups overcome so that the participants are motivated to significant action in the period following the seminars? The techniques should reflect that progress which has been made in communication, and in group dynamics.

The Nature of the Final Report

This should include some reflections of the impact attained by the seminar as well as the bare recital of the Who-When-Where and How. Some basic simplified criteria are needed to jell out the essence of the seminar within the limits of practicality. There should be some presentation of What Happened of Value at the seminar. This may take a bit more effort and ingenuity, but it will enhance the value of the report to the USOE and to the Voc-Tech field.

A covering letter has been prepared which would have been sent out to the field early in 1967 if possible to provide more generous lead time in preparation of proposals. The delays in Congress have interfered with that time table. However, the general mailing of the

prospectus will be done very soon so that all interested agencies and institutions can develop and submit their proposals for the 1968 seminars.

The guidelines will probably be the same or similar to those for 1967. The proposals should indicate all components and activities to be funded. The deadline will probably be 15 January 1968.

Fifteen priority areas have been identified for the 1968 seminars of which Leadership Development and PPBS are near the top of the list.

Present plans contemplate two seminars in LDS with thirty participants in each for a one week period.

The PPBS plans contemplate two seminars of forty participants for a two week period.

In addition there are seminars contemplated for the study of vocational education planning and development for large city systems; manpower survey techniques, and innovative curriculum developments, among others.

RATIONALE AND RETROSPECT

N. Edwin Crawford
LDS and PPBS Evaluation Conference
University of Maryland, November 26, 1967

Vocational education has made considerable progress in such areas as enrollments, funding, facilities and research. However, some problems still confronting all levels of vocational education in our nation include: big cities, rural poverty, educational programs for persons with special needs, labor mobility, critical manpower shortages, and high school dropouts.

The scope, urgency, and complexity of problems such as these demand the utilization of different concepts, tools, and procedures than some of the obviously ineffective ones currently in use. Educators and non-educators from various segments of our society are calling for changes in public education, including the vocational establishment.

Of the various available alternatives for effecting desired changes, developing and implementing a Planning, Programming, and Budgeting System (PPBS) for vocational education offers the highest potential for immediate payoffs. Of the various weaknesses of present approaches, perhaps the major ones are the failures to work toward specifically stated, valid objectives; to consider a wide range of alternate programs for accomplishing objectives; and to provide realistic control and evaluation tools and procedures.

Herein, then, lies the plea for the adoption of PPBS in vocational education, for the antithesis of our present failures is the essence of PPBS concept and procedures. In short, PPBS is concerned with relating the flow of dollars to the accomplishment of program objectives, and with weighing rationally alternate ways of doing things.

Within this framework, "program" is an integrated Planning-Programming-Budgeting "package." "Planning" is concerned with the identification of a range of possibilities for selecting courses of action through a systematic consideration of alternatives. "Programming" involves the specific determination of people, instructional materials and equipment and facilities necessary for accomplishing program objectives. And, "Budgeting" is the translation of a plan of activities into specific materials, personnel, time and cost factors.

"System," as related to this concept of PPBS, is a set of Planning, Programming, Budgeting elements, organized to accomplish optimum program results in terms of specifically stated and measurable

objectives. A system is based on an analysis that assigns and defines the respective roles to be played by the various resources of the system, as well as the inter-relationships involved. Primarily, the system is concerned with objective setting, planning, quality control, and efficiency.

PPBS has been used successfully in the Defense Department and several other government agencies, as well as the private sector for the past six or seven years. However, this system has been only recently applied to education. Results of PPBS efforts to date have been minimal, but there are indications of increased Federal, State, and local interest and involvement -- at least in certain aspects, such as "Systematic Program Planning." Much progress was made in this respect at the National Seminar on Program Planning, Budgeting, and Evaluation held at Maryland University during the summer of 1967. Several national PPBS Seminars are planned for the coming year.

The true test of a system, including PPBS, of course, is the extent to which it permits the successful attainment of the objectives for which it was designed, and the efficiency with which it operatives. Although it has proved successful in various non-educational organizations and institutions, PPBS must still be tested for its efficacy in education.

Perhaps certain questions are in order:

1. Is PPBS as now known both feasible and practical?
2. Does education have a "substitute" system?
3. Might we modify the Defense Department's system, and other versions, to meet our needs?
4. Could we develop a new system or approach to planning, programming, and budgeting to meet our needs?
5. What alternatives does vocational education have for learning about and developing leadership in PPBS?
6. What are the major inhibiting factors in establishing PPBS at the national, regional, state, and local levels?
7. What are our alternatives for circumventing or overcoming these inhibiting factors?
8. What are the characteristics of the general roles and specific responsibilities regarding the development and implementation of PPBS at all levels of the vocational education establishment?
9. Is vocational education significantly different from business, industry, government, and other areas of education -- with regard to PPBS?

EVALUATION OF LEADERSHIP DEVELOPMENT AND PPBS SEMINARS

A. H. Krebs

The evaluations of the seminars was conducted in terms of the general objectives of the seminars. Both process (conduct of the seminars) and product (changes in participants) were evaluated.

In addition to personal observation of the seminars, five different instruments were used in the evaluation. A "reaction instrument" was used to check on the response of the participants as the seminars were in process. End-of-seminar evaluation instruments were administered to the Leadership Development Seminars: a conference leading technique inventory.

Summary of Leadership Development Seminar Evaluation

The seminars must be judged as highly successful. All instruments and observations indicated definite growth on the part of the participants. Rated highly were the conduct of the conference, the resource person presentations, degree of participation, conference techniques used, exchange of ideas, and group interaction. Although positively rated, the task force assignment was not rated as highly as the other items.

Suggestions for improvement must be considered in the light of the overall favorable reaction. The following suggestions should be considered:

1. More freedom in eating arrangements.
2. A one-week conference.
3. A more practical task-force problem.
4. More detailed pre-seminar communication regarding the program.
5. Increased involvement of participants.
6. Fewer resource persons and having them available for more of the seminars.
7. Selection of participants in terms of seminar objectives.

Summary of PPBS Seminar Evaluation

The seminar was successful in bringing about participant growth and in providing guidelines for planning future seminars.

Some unrest was revealed by observation and by the evaluation

instruments. This could have been due to:

1. Unwillingness of some participants to live up to an agreement made when the invitation to attend was accepted.
2. The timing of the seminar when state legislatures were dealing with vocational-technical education legislation.
3. An incomplete understanding by participants of the objectives for the seminar.
4. The sequencing of some parts of the seminar. Some presentations should have been scheduled earlier: the group task assignment should have been made earlier.

Suggestions, in addition to those above, included:

1. Inviting state personnel as teams made up of persons with PPBS responsibilities.
2. Maintain the national emphasis through using the USOE personnel.
3. Provide a program broadly oriented, rather than focusing on individual states, and relate program to state problems.
4. Develop and use a PPBS task inventory to use in evaluation and to serve as one way to orient participants to the program.
5. Develop a set of data to use as a problem to be tackled by groups in "competition" with each other. Prior decisions made by USOE personnel could be used as criteria for judging team success.

General Comments

1. Seminars should be so scheduled as to provide time to perform assigned tasks.
2. Seminar staff should be aggressive and positive in identifying and resolving differences in philosophy, definitions, and facts as presented by various resource persons.
3. Resource persons should be invited to be present for at least a substantial part of the seminar.
4. A continuing emphasis should be maintained on the relationship between the seminar objectives and program.

TEACHING-LEARNING PROCESS CRITERIA FOR CONTINUING EVALUATION

Einar R. Ryden
LDS and PPBS Evaluation Conference
University of Maryland, November 26, 1967

A teaching - learning - evaluation system may be analyzed into six components. The interaction of these components and the application of appropriate criteria can yield a functional evaluation system.

A fundamental component can be designated as Data. There is always the current situation from which we are to move in a desired learning direction. An inventory of this data is essential so that you can be aware of what can be assumed as basic knowledge, skills or attitudes.

Based on these data, the determination of what is to be taught can be made. Again, the criteria should be related to the stated goals so that function and relevance can prevail. In addition, there is the question of who is to benefit from the teaching process. The nature and quality of the learners may limit or direct the data to be included in the teaching - learning situation.

The second component may be designated as the program itself. Here we must establish a detailed list of tasks to be performed. In vocational education we need to consider tasks that can be learned on the job or in a simulated job situation, as opposed to those that should be a part of the "formal" education process. Task determined objectives can be formulated which can be integrated into the terminal objectives. It may be that the nature and quality of the instructors available to the programmer may be a conditioning factor.

A third component receives the designation of METHNICS, which is a term I have coined to cover methods, techniques and devices included in the actual teaching process. Here a basic question is how to teach effectively to attain the objectives. The criteria should reflect functional efficiency as well as availability of means.

The next component has been labeled performance. Here we strive to have the learners do the tasks included in the program. We hope that we have established exactly what it is we want the learner to be able to do at the end of the instructional process that he could not do at the start. In the field of vocational education we can often describe the operational skill requirements with considerable accuracy. It is often more difficult to measure the degree of understanding accompanying the skill patterns. Some learners can perform

by rote, which is fine unless some part of the requirement changes somewhat. Then his performance can break down unless he has the degree of understanding to adjust to the change.

In the next component, we involve the processes of review and adjustment. Here we consider the feedback from phase four - performance and make such changes in METHNICS as are obviously apparent. Sometimes we need to re-examine the rationale we have set up for the program to determine if our previous analysis still appears sound. Perhaps some of our objectives are not attainable and need to be restated in more functional terms. Also, it may be that some of the criteria we have employed need to be reviewed, or others developed.

If we consider these five components as gears in the machine concept, then as the center gear meshing with the other five gears, it is the component we may term evaluation. It can relate one component to another as progress is measured and compared. In a sense, it is a catalytic agent which helps give meaning to all of the components in their cooperative effort in the teaching - learning process.

EVALUATION CONFERENCE
LEADERSHIP DEVELOPMENT SEMINAR AND PROGRAM PLANNING,
BUDGETING AND EVALUATION SEMINAR

Center of Adult Education
University of Maryland
November 26 - 28, 1967

SUNDAY, NOVEMBER 26, 1967

REGISTRATION

1:30 P.M. - 2:30 P.M. — Lobby, Center of Adult Education

OPENING GENERAL SESSION

2:30 P.M. - 4:45 P.M. — Room C

Greetings
Clodus R. Smith
Sherrill D. McMillen

Introductions
Erna Chapman

Purposes of Conference
Clodus R. Smith

A Concept for Evaluating Educational Programs
Einar R. Ryden

Evaluation of Leadership Development and PPBS Seminars
Alfred H. Krebs

Program Planning and Budgeting Seminars: Rationale and Retrospect
Edwin Crawford

5:30 P.M. - 7:30 P.M. — DINNER — Holiday Inn

SESSION II - SUNDAY, NOVEMBER 26, 1967

8:00 P.M. - 9:00 P.M. Room C

Group and individual assignments:
Erna Chapman

Group A - Evaluation of Leadership Development Seminar Series Room D

Ted Cote - Chairman; John Thompson - Recorder

1. Identification of strengths of the Leadership Development Seminars
   a. Objectives
   b. Program content
   c. Techniques
   d. Resource persons
   e. Location

2. Identification of weaknesses of the Leadership Development Seminar series
   a. Objectives
   b. Program content
   c. Techniques
   d. Resource persons
   e. Location

3. Suggestions for future seminars

Group B - Evaluation of the Program Planning and Budgeting System Seminar

Glenn Strain - Chairman; John Connolly - Recorder

1. Identification of strengths of the Program Planning and Budgeting System Seminar
   a. Objectives
   b. Program content
   c. Techniques
   d. Resource persons
   e. Location

2. Identification of the weaknesses of the Program Planning and Budgeting System Seminar
   a. Objectives
   b. Program content
   c. Techniques
   d. Resource persons
   e. Location

3. Suggestions for future seminars

MONDAY, NOVEMBER 27, 1967

SESSION III

Groups A and B meet separately

9:00 A.M. - 10:15 A.M.

Group A	Room D
Group B	Room C

Planning future seminars

1. Defining objectives
2. Determining appropriate topics

10:15 A.M. - 10:30 A.M. coffee break Coffee Shop

12:00 Noon LUNCH

SESSION IV

Groups A and B meet separately

1:15 P.M. - 3:00 P.M.

Group A	Room D
Group B	Room C

Structuring future seminars

1. Sequence of topics - priorities, day, time, etc.
2. Personnel suggestions - consultants and resource persons - related to topics.
3. Selection and assignment of conference techniques.

3:00 P.M. - 3:15 P.M. coffee break Coffee Shop

3:15 P.M. - 5:00 P.M. Continuation of Session IV

TUESDAY, NOVEMBER 28, 1967

SESSION V

General Session - Groups A and B

8:45 A.M. - 10:15 A.M. Room C

Review of Progress

1. Comparison of 1967 seminars with plans for future seminars
2. Refinement of plans for future seminars

10:15 A.M. - 10:30 A.M. coffee break Coffee Shop

SESSION VI

General Session - Groups A and B

10:30 A.M. - 12:00 Noon Room C

Richard Nelson - Chairman; Joe Malinski - Recorder

1. Administrative procedures
   a. Selection procedures
   b. Housing
   c. Transportation
   d. Food Service
   e. Secretarial and duplication services
   f. Other services and arrangements

2. Administration of projects
   Duane Nielsen

3. Review of evaluation process
   Einar R. Ryden

4. Conference summary
   Clodus R. Smith

2:00 P.M. ADJOURNED

EVALUATION OF LEADERSHIP DEVELOPMENT SEMINARS

Group A Ted Cote - Chairman John F. Thompson - Recorder

Evaluation of Leadership Development Seminars on the national and state level in vocational-technical education provides the most effective means for continuous growth in this field. Here the leaders become aware of the strengths and weaknesses of the overall program.

The ongoing programs must be studied to insure their continued usefulness in the world of work. Updating tools and machinery in a particular job-training area are sometimes as necessary as changing skills. The resource persons connected with ongoing programs render valuable contributions to each other in their knowledge of how their part of the country affects and is affected by laws, skill demands, objectives, and attitudes.

Basic concepts of vocational-technical education must be reviewed in order to create new objectives. The U.S. Office of Education has predicted that by 1975 six million secondary students, 1,250,000 post-high school students, and 6,500,000 students in adult education will be enrolled in some form of occupational training, with a substantial number of "special needs" classes. Also, there has been a prediction that each employed person in his early twenties will be retrained at least eight or ten times during his working years. This means that bringing together resource people will be a means of initiating new ideas concerning vocational-technical education. Methods of implementing these new ideas can be developed and passed on through proper channels to become effective in a short period of time.

Seminars to develop leadership for the field of vocational-technical education should have realistic and functional goals. These may be shown schematically in this manner:

THE GOAL
To: Build / Improve / Extend / Develop
An: Awareness / Appreciation / Understanding
Of the appropriate: Role / Function / Place
Of the: People / Structures / Laws / Trends / Developments / Objectives / Attitudes

which will contribute to continued effective growth of vocational-technical education in the United States.

Summary of Objectives for Leadership Development Seminars

1. As a result of the seminar the participants should be able to:

   a. Describe administration procedures and practices in Vocational Education.
   b. Identify recent trends and developments affecting Vocational Education and locate additional informational sources.
   c. Explain the legislative process and its relationship to Vocational Education.
   d. Apply evaluative processes to Vocational Education.
   e. Identify current socio-economic pressures and their interactions with Vocational Education.

2. As a result of the seminar the participants should have a working knowledge of procedures for:

   a. Organizing and conducting group meetings.
   b. Conducting small group discussions.
   c. Identifying and appraising program needs.
   d. Matching program with legislative intent.
   e. Identifying and selecting information for program improvement.
   f. Using research reports.
   g. Interpreting Vocational Education to the public.

AGENDA TOPICS - GROUP A

Leadership Development Seminar 1968

Session #1

Topic - Orientation (1½ hours)

Resource Person - Stress the role of a leader and the techniques to watch for in the conference.

Technique -

Session #2

Topic - What do interested groups expect from Vocational Education (2 hours)

Resource Person -

Technique - Panel of employers representative of Vocational Education fields

Session #3

Topic - What's new in Vocational Education Environment (3 hours)

Resource Person -

Technique - Speaker and listening team with stress on the application of research findings to their program

Session #4

Topic - New ideas on Vocational Development of Youth (1½ hours)

Resource Person -

Technique - Speaker and reaction panel on the implications for Vocational Education

Session #5 & 6

Topic - State plans and projected activities (3 hours)

Resource Person -

Technique - Symposium - Federal, regional, state, and local person speaking on the significance of the program question and answer period

Session #7 & 8

Topic - Socio-economic factors affecting Vocational Education
Vocational Education factors affecting socio-economic situation (3 hours)

Resource Person -

Technique - Symposium of a Vocational Educator and a Sociologist or economist followed by small group discussion and reports. Report to be on Friday morning, could extend itself to the afternoon

Session #9

Topic - Contributions of other agencies to Vocational Education effort (2 hours)

Resource Person -

Technique - Two speakers: Industry and Education
Buzz Session

Session #10 & 11

Topic - How Vocational Education law is developed and implemented including the role of organization affecting current legislation (3 hours)

Resource Person -

Technique - Symposium: Legislator, AVA & a state director

Session #12

Topic - Developing leadership skills at the State level ($1\frac{1}{2}$ hours)

Resource Person -

Technique - Problem Clinic: State leaders to react to pre-prepared problems by participants

Session #13

Topic - Techniques in planning and organizing group meetings ($1\frac{1}{2}$ hours)

Resource Person -

Technique - presentation of topics

Session #14

Topic - Program planning

Resource Person -

Technique - Case study - Materials to be prepared in advance and issued to participants at end of day 2 or day 3. Session for overnight study and report next day

Session #15

Topic - Responsibility of levels of Leadership (3 hours)

Resource Person -

Technique - Symposium: Federal, regional, state, & local

Session #16

Topic - Public relations for Vocational Education ($1\frac{1}{2}$ hours)

Resource Person -

Technique - Panel of participants

Session #17

Topic - Progress report on National Advisory Council (1½ hours)

Resource Person -

Technique - Presentation: Questions and answers

Session #18

Topic - What does the evaluation process mean to Vocational Education (1½ hours)

Resource Person -

Technique - Symposium: State, private and local, Professional

Session #19

Topic - Evaluation (Time as needed and available Perhaps report at or after luncheon)

Resource Person -

Technique -

PROGRAM PLANNING, BUDGETING AND EVALUATION SEMINARS

Group B Glenn Strain - Chairman John Connelly - Recorder

Objectives

It was agreed that the three objectives listed below (1,2,3) might be included within the general meaning and scope of the fourth objective listed.

1. The development of insights into the principles and process of program planning, budgeting and evaluation;
2. To stress the importance of systematic planning and development to meet constantly changing requirements of vocational-technical education;
3. To involve State, Regional, and Headquarters staff members in learning experiences necessary to design improved program plans for vocational education;
4. To develop a cadre of vocational educators knowledgeable in systematic program planning, budgeting and evaluation.

It was the consensus that objective 4 should be the prime objective of the seminar.

Special Item - Participants

It was the consensus that selection of personnel for the seminars should be geared to those persons having decision making responsibilities in the vocational-technical area, or closely related areas. Examples: - State Directors, Assistant Directors, Program planners, RCU coordinators, Fiscal and Administrative officers, Teacher Educators.

Participants should agree to attend the entire seminar.

Program Content Comments

1. Several presentations were thought to be irrelevant to the objectives although containing good information.
2. The presentations should focus directly on the objectives.
3. There should be some required reading prior to attendance at the seminar. This material should afford an insight into the total program and establish the need for the seminar. It should familiarize the participants with the format of the seminar and designated materials from his state that would be helpful contributions.

Techniques

These were considered to be generally of good nature and quality. The following suggestions are offered:

1. There should be earlier involvement of the group in model development.
2. There should be more in-depth treatment of the budgeting and evaluation phases of the system.

Resource Personnel

It was suggested that

1. Personnel should be available to the workshop activities of the groups as resource persons, as opposed to a one-shot, hit and run, arrangement.
2. It may be more effective to have three or four experts, who have used the system, to be available throughout the entire seminar.
3. Resource personnel should be selected and notified as early as possible to insure availability and preparation.

AGENDA TOPICS - GROUP B - PPBS

First Day

Session #1 (9:00 A.M. - 10:15 A.M.)

Chairman: Comments on issues of the day by Dr. Venn prior to his introduction of Dr. Hitch.

Topic: Objective of keynote speech is developing and emphasizing need for PPBS.

Session #2 (10:30 A.M. - 12:15 P.M.)

Topic: Relate the need to our fields of interest and responsibility.

Resource: Should consist of federal, state, and regional personnel.

Technique: Should be determined by the proposed chairman of the panel.

Session #3 (1:30 P.M. - 2:00 P.M.)

Topic: Orientation to this seminar

Resource: Planning Committee

Technique: Optional

Session #4

Topic: Deals with history, concept and development of PPBS.

Resource: Joe McGivney

Technique: Optional

Second Day

Session #5 (9:00 A.M. - 10:30 A.M.)

Topic: Establishing of objectives. Within this, deal with analyzing, implementing, and evaluating.

Resource: Peter Pipe (Joe Malinski, Chairman)

Technique: Optional

Session #6 (10:45 A.M. - 12:15 P.M.)

Topic: Macro-Economics

Resource: New and additional resource personnel.

Technique: Lecture

Session #7 (1:30 P.M. - 3:00 P.M.)

Topic: Macro-Economics

Resource: New and additional resource personnel.

Technique: Lecture

Session #8

Topic: Cost/Benefit

Resource: Jacob Kaufman, Penn State

Technique: Optional

Third Day

Session #9 (9:00 A.M. - 12:15 P.M.) with break

Topic: Aimed at identifying gaps, locating them and relating tools and processes that are available to this process.

Resource: Office of Education personnel.

Technique: Optional

Session #10 (1:00 P.M. - 4:30 P.M.)

Topic: State PPBS considerations (A case study).

Resource: Sherrill McMillen

Technique: Optional

Session #11 (9:00 A.M. - 10:30 A.M.)

Topic: Orientation of planning teams

Resource: In house

Technique: Optional

Session #12 (10:45 A.M. - 12:15 P.M.)

Topic: Sources and uses of Data

Resource: Department of Labor, Sam Burt, etc.; Bureau of Census, Researchers; Office of Education, etc.; "Camps"

Technique: Optional

Session #13 (1:30 P.M. - 3:00 P.M.)

Topic: Organization of groups

Resource: In house personnel

Technique: Optional

Session #14 (3:15 P.M. - 4:30 P.M.)

Topic: Review of a case study (Ex. Dr. Legg's Health Program, Dissect it for objectives)

Resource: In house personnel

Technique: Optional

Fifth Day

Session #15 (9:00 A.M. - 12:15 P.M.)

Topic: Techniques of estimating or predicting

Resource: Additional resource people

Technique: Optional

Session #16 (1:30 P.M. - 4:30 P.M.)

Topic: Work problems applied to techniques of predicting

Resource: Joe McGivney and Joe Malinski

Technique: Individual exercise in technique versus group workshop. Problems to be assigned by resource persons.

Sixth Day

Session #17 (9:00 A.M. - 10:30 A.M.)

Topic: How decisions are made presently in educational planning. How they may be made with PPBS.

Resource: To be determined

Technique: Optional

Session #18 (10:45 A.M. - 12:15 P.M.)

Topic: Orientation of groups to assignment

Resource: In house personnel

Technique: Present model and discuss

Session #19 (1:30 P.M. - 4:30 P.M.)

Topic: This should be a learning experience. The group should be involved in a step by step application of a model. During this process, constant feedback, evaluation and modification as indicated.

Resource: In house personnel

Technique: Optional

Seventh Day

Session #20 (9:00 A.M. - 12:15 P.M.)
with break

Topic: Planning units to deal with first problem

Resource: In house personnel

Technique: Group work

Session #21 (1:30 P.M. - 3:00 P.M.)

Continuation of previous session. Final part of this session should be a report and evaluation of the work on this problem.

Session #22 (3:00 P.M. - 4:30 P.M.)

Topic: Planning units to deal with second problem

Resource: In house personnel

Technique: Group work

Eighth Day

Session #23 (9:00 A.M. - 12:15 P.M.)

Continuation of session #22

Session #24 (1:30 P.M. - 4:30 P.M.)

Topic: Report and evaluate units work on second problem

Resource: In house personnel

Technique:

Ninth Day

Session #25 (9:00 A.M. - 12:15 P.M.)

Topic: Projected Activities report review. (P.A. seen as a state tool and a federal requirement) Relating it to "Camps"-- Cooperative Area Manpower Planning System.

Resource: In house personnel and others to be determined.

Technique: As appropriate

Session #26 (1:30 P.M. - 4:30 P.M.)

Topic: Review and evaluate "Annual Descriptive Report," relating it to "Projected Activities Report."

Resource: In house personnel

Technique: - -

Tenth Day

Session #27 (9:00 A.M. - 12:00 Noon)

Topic: Interrelationships of reports and plans. Showing how they collectively constitute a system.

Resource: In house and other personnel

Technique: Optional

Session #28 (12:30 P.M. - 2:00 P.M.)

Topic: Lunch and summary of seminar.

Resource: Dr. Smith and others

Some Suggested Resource Personnel

Jacob Kaufman - Penn State

Leonard Lecht - National Planning Association, Washington, D.C.

Joe Duncan - Battelle Memorial Foundation, Columbus, Ohio

GENERAL SESSION CRITIQUE

Richard Nelson - Chairman; Joe Malinski - Recorder

A number of areas must be considered in order to identify and develop successful procedures for Leadership Seminars. The attached "Guide for Planning" may be helpful. The discussion evoked the following comments.

Selection of Participants

Criteria should be developed for selecting participants with the appropriate spread of experience and responsibility. Identify the training objectives and relate selection to them. The guidelines from the office of Duane Nielsen will indicate the suggested groups for the various seminars. The proposals should stipulate the types and pre-requisites of participants that will be set up and followed.

Housing

There may be advantages in the housing of all participants in one facility that offset those of dispersed housing at individual option. The arrangements should be clearly stated so that participants know the requirements.

Transportation

The guidelines from the USOE will control this and there will be some flexibility within the overall cost limits imposed by USOE.

Food Service

Food Services appear to be dependent upon the local resource.

Clerical and Duplication Service

Clerical and Duplication Service should be part of the built-in costs of the proposal. Adequacy and immediacy appear important. Preliminary information sent to the participants can contribute to the effectiveness of the seminar.

Other arrangements and services that may contribute to the quality of the seminar include such items as provision for weekend activities which should be related to the goals of the seminar to be fundable. Field trips to industries may be valuable. A library of resource material can be of service and help to participants.

The discussion indicated that people at the policy-making level were desirable for the PPBS groups. Adequate lead time to state directors for their nominations could aid in securing the people for whom the seminars could be of greatest value. Nominations could be solicited from several sources so that the desired spectrum was attained.

The following suggestions may aid in planning and conducting Leadership Development Seminars:

1. Objectives should be presented to participants in a succinct, clearly presented statement.
2. Small group sessions may be used with "small problem assignments."
3. Allow for questions following each major presentation.
4. Schedule a "Brag and Lie" session to show what various states are doing.
5. Increase the emphasis on techniques of working with groups.
6. Provide opportunities for interim reports to be made during the conference.
7. Allow adequate time for practice in the techniques of leadership.
8. Include a session on practical politics and how to work within the political structure.
9. Have "dress rehearsals" of major presentations.
10. Do not compromise on the quality of presentations.
11. Provide profiles of participants to the staff prior to the seminar.
12. Provide advance information on the scope and objectives, etc., of the seminar to help participants prepare.
13. Resource persons making presentations should provide advance copy for staff use.

CONFERENCE EVALUATION

LDS and PPBS Evaluation Conference
University of Maryland, November 28, 1967
Einar R. Ryden

It was the purpose of this conference to weigh the strengths and weaknesses of the completed Leadership series and the Program Planning and Budgeting seminars. It was expected that constructive critique would lead to specific recommendations for future seminars.

The conference began by demonstrations of how evaluation is an integral part of the teaching/learning/evaluation system and of the PPB System. For these to be effective evaluation is central, continuous, integrated. It is the source of energy and through its efficient use, improvement and further development surely can occur.

Several illustrations were given and models shown as sources for stimulating thinking in the direction of evaluative criteria, energized by the systems approach. Evaluation is basic to all facets of a program and undergirds the whole. Evaluation is an ongoing process and it should be continuously employed to give direction to all activities. It is not merely an initial-terminal testing process. Implicit are, of course, the initial and terminal evaluations of progress and success.

The following two sections deal first with this conference, then with those aspects of this conference devoted to the planning of future seminars.

This Conference

Identification of Problem Areas in Past Seminars

The leadership as well as the participants experienced fair to considerable difficulty in settling down to this task the first day. Constructive criticism should have been more readily available, since the first responsibility dealt with strengths. It is a well known principle that one should discuss strengths before weaknesses. Some of this difficulty was rectified later, but the purpose was not fully achieved.

Involvement of Participants

Contributions in discussion ranged from "very much" to "occasionally." All participants entered into discussion at some point.

"Systems" Criteria

One of the two groups applied the "systems" approach directly and proceeded to carry out its assignments in this manner. The other group devoted most of its time to stating objectives and scheduling.

Planning Future Seminars

Identifying Problems Areas for Future Seminars

These were at times specifically stated and at other times could only be inferred in the discussion of objectives. In this sense, the lists were very long. Sometimes they were "task" oriented.

Involvement

A good deal of attention was given to providing participants with the opportunity to observe and practice. In finalizing a program, however, it will be important to examine carefully the portion of time the participants "listen" and the portion of time they will actively participate under planned supervision and guidance.

"Systems" Criteria

To what extent were the "systems" concepts employed in planning? Some of the major concepts are: need, identification, objectives, alternatives, program, decisions, evaluation.

Although objectives relating to the planning of a program were considered at length, there did not appear to be sufficient attention to the identification of terminal behavior, description of conditions under which the behavior will be expected to occur and specification of criteria for acceptable performance. Also, a number of statements of objectives did not, at least to this observer, communicate the instructional intent.

What Remains to be Done?

It will be necessary to evaluate and re-evaluate for the purpose of adjusting criteria and objectives. This involves the very important concept: How to teach for the objectives.

I wish to raise three questions:

1. If you insert the concepts of time and budget too early in the planning, isn't there a risk that these may function as psychological blocks?

2. Are there varieties of planning, stages in the planning process and some planning groups concerned with budgeting only partially or not at all?

3. Was sufficient attention given to making use of the new educational technology? It's here now, you know. Let's not forget that one of the most significant contributions of learning theory today is reinforcement. If you make use of it, you will achieve many satisfying results of the teaching-learning process.

Perhaps the major result of the conference was the effect of a program planning or "systems" approach upon the participants in group thinking. Evaluation, although only at times directly referred to, clearly permeated the discussion in many ways. This, after all, was the major goal and easily overshadows shortcomings here and there.

OE 6000 (REV. 9-66)

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ABSTRACT

800 Selected participant-consultants participated in the evaluation of the 1967
801 Leadership Development Seminars and the Program Planning, Budgeting Seminars. The
802 University of Maryland and other institutions have cooperated with the Office of
803 Education and State Departments of Education in conducting these seminars
804 designed to improve and strengthen the nation's programs of vocational and
805 technical education. The need is great for high quality leadership to meet the
806 challenges ahead. This seminar considered the strengths and weaknesses of the
807 objectives based on experiences gained through the 1967 seminars and to suggest
808 possible improvements to attain more effective programs which may be conducted
809 in the future The participants in this evaluation seminar represented the
810 leadership-action level of personnel throughout the nation and from the Office
811 of Education. The formulation of guidelines in this report should be of
812 material support for the conduct of future seminars. It should also be helpful
813 in numerous state and local programs designed to improve leadership at all
814 levels. The official remarks from the Office of Education officials should
815 facilitate the development and submission of suitable proposals for LDS and
816 PPBS seminars.
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